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ABSTRACT

This document is a review of research on the subject of innovation diffusion and planned change, organized according to a theoretical model. The organizational scheme used is derived from Bhola's Configurational, Linkages, Environmental, and Resources (CLER) model of planned change. Conventional reviews of research identify accomplishments in knowledge production, but are not as effective in promoting knowledge utilization by end-users. They are often organized according to descriptive or topical taxonomies and the terms and descriptors used in cataloging are not always precise. The findings of a study conducted by the author (1984) indicated that a theoretical model, here the CLER model, can provide a scheme for the organization of information that increases knowledge utilization. The materials reviewed consist of 50 ERIC documents selected from 1982 issues of "Resources in Education" for their diversity of topics, brevity, and pertinence to planned change. A total of 52 categories were generated from the CLER model (no relevant information was found for 11 of these categories). Of primary interest is the efficacy of theoretically organized information; the review of research is a secondary objective. Information devised and ordered using a theoretical model is not presented as a panacea to the numerous problems in knowledge utilization. Rather, it is suggested that the theoretical organization of information can be a powerful tool for increasing knowledge utilization. (DMC)

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Theoretical Organization of Information:

Research Review of a Sample of ERIC's Innovation Diffusion and Planned Change Documents Organized According to the Configuration, Linkage, Environment, Resource (CLER) Model of Planned Change

Gary Brown
May 1984

IR050801

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INTRODUCTION

The document which follows is a review of research on the subject of innovation diffusion and planned change, organized according to a theoretical model. In this case, the organizational scheme is derived from Bhola's Configurational, Linkages, Environmental, and Resources (CLER) model of planned change.

Conventional reviews of research do an acceptable job of identifying accomplishments in "Knowledge Production", but are not as effective in promoting "Knowledge Utilization" by end-users. Such research reviews often are organized according to descriptive, or topical, taxonomies. Further, the cataloging of this information frequently employs terms and descriptors that are not always precise. For lack of clear theoretical underpinnings, (a) the knowledge and practice connection is unclear; (b) information is separated from context and, in turn, is difficult to contextualize; (c) searches for specific information needed by the end-user are confounded; (d) knowledge gaps are not easily detected; (e) information is difficult both to assimilate and recall, and (f) cumulation of knowledge is not compelled by the design of such reviews.

In a study by Brown [Brown, 1984], the efficacy of this CLER-based organization of information was assessed by a panel of individuals who had expertise with the CLER model, with knowledge research, and/or with automated education information systems. The findings of the Brown study indicated that a theoretical model, here the CLER model, can provide a scheme for the organization of information that increases knowledge utilization by addressing, to a greater or lesser degree, all these problems.

SOURCE OF REVIEWED DOCUMENTS

The materials reviewed consisted of 50 documents concerned with the diffusion and adoption of innovations. These documents were reported in the 1982 Educational Resources Information Center (ERIC) monthly periodicals, Resources in Education (RIE). The sample was purposive. Documents were selected for their diversity of topics, brevity, and pertinence to planned change. A bibliography of the reviewed materials, arranged alphabetically by author, is included at the back of this document.

SELECTION OF THEORETICAL MODEL

The theoretical model used to organize the research review is the CLER model, developed by Bhola. There are several factors which recommend the use of the CLER model. First, the CLER model is a model with a clear interest in knowledge implementation. Second, the model has a built-in taxonomy of planned change configurations that can be used for organizing such research reviews. Third, a study by Kerr [Kerr, 1982] used the CLER

concepts and constructs to annotate research and case materials, thereby providing a springboard for the present review. Finally, the present researcher's familiarity with the CLER model suggests it as the one for use in this project.

OVERVIEW OF THE CLER MODEL

A brief summary of the CLER model of planned change is presented below. (This description is drawn largely from an article prepared by Bhola [Bhola, 1982]).

In a simplified form, the CLER model states that Change is a function of Configurations, Linkages, Environments, and Resources. That is,

$$\text{Change} = f(C,L,E,R)$$

in which
C stands for the network of Configurational relationships among the social units that include the change agent systems and the change adopter systems;
L stands for the formal and informal communication Linkages within and between the change agent systems and the adopter systems;
E stands for the Environment of the change agent systems, of the environment of the adopter systems, and of the environment shared by the change agent systems and the change adopter systems, and
R stands for the Resources, including the means and material, available to the change agent systems and to the change adopter systems for influencing a planned change.

The four elements of the CLER model, which are used in the organization of the subsequent literature review, are summarized below.

CONFIGURATIONS

Four types of social units are identified in the CLER model. These are 1) Individuals (I); 2) Groups (GR); 3) Institutions or organizations (IS), and 4) Cultures and communities (CL). Each of these social units could play the role of either the change agent or the change adopter. Therefore there are a total of sixteen interrelationships, or Configurations, possible between change agents and adopters. These configurations may be noted in the following grid:

Innovation Is to Be Adopted By:	Innovation Is Advocated By: Individual	Group	Institution	Culture
Individual	I-I	I-G	I-IS	I-CL
Group	G-I	G-G	G-IS	G-CL
Institution	IS-I	IS-G	IS-IS	IS-CL
Culture	CL-I	CL-G	CL-IS	CL-CL

Figure 1. Categories of Change Agent and Adopter Configurations

To satisfactorily influence the implementation of a change, both the change agent and the adopter must become aware of the relevant configurations. The change agent system must make such determinations as, "Who is to be changed or who is to be the recipient of an innovation?" and "Who controls access to the targeted population?", while the change adopter must understand "Who is introducing the innovation?", "Who favors it?" and "Who opposes it?", etc.

LINKAGES

Linkages (L), or lines of communication, can be distinguished according to two characteristics: 1) Formality (whether the linkages are formal or informal), and 2) Involved parties (either between or within the change agent and the adopter systems).

ENVIRONMENT

Numerous environmental forces can impinge on a change episode. These influences can be distinguised according to 1) whose environment is affected, and 2) How favorable is the environment to change. That is, the forces can arise in the Change Agent's Environment, in the Adopter's environment, or in the environment Shared by the change agent system and the change adopter system. Further, any of these environments may be Supportive of, Neutral to, or Inhibitive of the planned change.

RESOURCES

The Resources available to the Change Agent system and to the Adopter systems can greatly affect the implementation of a change. The change agent and the adopter system may each have access to the six types

of resources which are identified in the CLER model: 1) Conceptual (e.g., cognitive and technical skills); 2) Influence (e.g., persuasion and inducement); 3) Material (e.g., money and machines); 4) Personnel; 5) Institutional (e.g., delivery systems and organizational experience), and 6) Temporal.

ORGANIZATION OF LITERATURE REVIEW

The CLER model of planned change, briefly described in the preceding section, provides the scheme by which the review of the 50 ERIC documents is organized.

ORGANIZATION OF CATEGORIES

The categories used to group the relevant reports of documents are derived directly from the categories inherent in the CLER model. A total of 52 distinct categories have been generated from the CLER model into which pertinent information from the 50 documents is assigned. No information of relevance to 11 of the 52 categories was contained in the sample of literature reviewed for this project. These empty categories are so indicated.

CONFIGURATION CATEGORIES

The 20 Configuration categories are as follows:

1. Individual (I)
2. Individual-Individual (I-I)
3. Group (GR)
4. Individual-Group (I-GR)
5. Group-Individual (GR-I)
6. Group-Group (GR-GR)
7. Institution (IS)
8. Individual-Institution (I-IS)
9. Group-Institution (GR-IS)
10. Institution-Individual (IS-I)
11. Institution-Group (IS-GR)
12. Institution-Institution (IS-IS)
13. Culture (CL)
14. Individual-Culture (I-CL)
15. Group-Culture (GR-CL)
16. Institution-Culture (IS-CL)
17. Culture-Individual (CL-I)
18. Culture-Group (CL-GR)
19. Culture-Institution (CL-IS)
20. Culture-Culture (CL-CL)

LINKAGE CATEGORIES

The 9 Linkage categories are as follows:

1. Linkages (L)
2. Formal Linkages -- Between: Contact Originating from Change Agent System (L/F/B/CH)
3. Formal Linkages -- Between: Contact Originating from Adopter System (L/F/B/A)
4. Formal Linkages -- Within Change Agent System (L/F/W/CH)
5. Formal Linkages -- Within Adopter System (L/F/W/A)
6. Informal Linkages -- Between: Contact Originating from Change Agent System (L/I/B/CH)
7. Informal Linkages -- Between: Contact Originating from Adopter System (L/I/B/A)
8. Informal Linkages -- Within Change Agent System (L/I/W/CH)
9. Informal Linkages -- Within Adopter System System (L/I/W/CH)

ENVIRONMENT CATEGORIES

The 10 Environment categories are as follows:

1. Environment (E)
2. Change Agent's Environment -- Supportive (E/CH/S)
3. Change Agents's Environment -- Neutral (E/CH/N)
4. Change Agent's Environment -- Inhibitive (E/CH/IH)
5. Adopter's Environment -- Supportive (E/A/S)
6. Adopter's Environment -- Neutral (E/A/N)
7. Adopter's Environment -- Inhibitive (E/A/IH)
8. Shared Environment -- Supportive (E/SH/S)
9. Shared Environment -- Neutral (E/SH/N)
10. Shared Environment -- Inhibitive (E/SH/IH)

RESOURCE CATAGORIES

The 13 Resource categories are as follows:

1. Resources (R)
2. Resources -- Change Agent: Conceptual (R/CH/CO)
3. Resources -- Adopter: Conceptual (R/A/CO)
4. Resources -- Change Agent: Influence (R/CH/IN)
5. Resources -- Adopter: Influence (R/A/IN)
6. Resources -- Change Agent: Material (R/CH/M)
7. Resources -- Adopter: Material (R/A/M)
8. Resources -- Change Agent: Personnel (R/CH/P)
9. Resources -- Adopter: Personnel (R/A/P)
10. Resources -- Change Agent: Institutional (R/CH/IS)
11. Resources -- Adopter: Institutional (R/A/IS)
12. Resources -- Change Agent: Temporal (R/CH/T)
13. Resources -- Adopter: Temporal (R/A/T)

ORGANIZATION OF ITEM DESCRIPTORS

The theoretical CLER model is also used in the assignment of descriptors to information items. To facilitate the reader's use of the research review, descriptive terms are affixed at the beginning of each information item. These descriptors, which appear after the item number in the upper-left columns, are intended to reveal at a glance the essence of the item.

The descriptors used in this review are both theoretical and topical. The primary descriptors are derived from the CLER model, and so are grounded in theory. These theoretical descriptors are indicated by an asterisk (*) and decrease in generality as they are further indented. For example, the theoretical descriptors for item #10 (page 20) show that the information reviewed is concerned with Individual-Individual Configuration. The descriptors are therefore presented as:

10. *Configuration
    *Individual-Individual

This reveals that the item concerns the general concept of "Configurations", but also addresses the more specific dyadic relationship.

Because the ERIC documents used in this review cover a range of topics, it was considered useful to include topical descriptors with each item. These topical descriptors are similiar to those used by ERIC and offer the immediate advantage to the reader of brief indicators of the original document's themes.

To complete the example begun above, item #10 is a review of research on the author-reader relationship and certain requirements for communication. The theoretical and the topical descriptors are:

10. *Configuration
    *Individual-Individual
        Writer-Reader
            Shared Cognitive Structures

Thus, the reader is shown that the item deals not only with the Individual-Individual Configuration, but more specifically with the writer-reader relationships and, even more particularly, their shared cognitive structures.

INFORMATION ITEMS

From the sample of 50 ERIC diffusion and planned change documents, a total of 100 items of information relevant to planned change were drawn. The information items do not summarize the original documents, but instead report the findings which pertain to diffusion and change. Documents that concentrated on a single aspect of the change episode have their findings reported in a single item, which is assigned to a single category. Some documents are more expansive in nature or discuss issues

of pertinence to many aspects of the change episode. A document in the latter group has multiple information items included in the review, one for each different type of finding reported in the document. Items reporting the different types of findings are assigned to the different relevant categories.

FINAL NOTE

The reader is asked to keep foremost in mind that the mission of this research review is to demonstrate information which is theoretically-organized. There was inevitably a degree of variance in the quality of the 50 ERIC documents selected for examination. Some had obviously been subjected to peer and editorial review while others were in preliminary draft form. Further, failures or shortcomings on the part of the reviewer may become obvious while reading the report. These deficiencies, too, the reader is asked to overlook. Despite these problems, it is hoped that the document will be of some benefit as a review of research, although this objective is of secondary importance.

Of primary interest here is the efficacy of theoretically-organized information. Information devised and ordered in accordance with a theoretical model is not presented as a panacea to the numerous problems in knowledge utilization. Indeed, it is not even the contention that all research reviews, state-of-the-art reports, interpretive studies, etc., should be so organized. Instead, the proposal is made that the theoretical organization of information can be a powerful tool, when properly employed, in the job of increasing the utilization of knowledge.

Bhola, H. S. "Planning change in eduation and development: The CLER model in the context of a mega model". Viewpoints in teaching and learning. Vol. 58, No. 3, Fall 1982. pp. 1-35.

Brown, Gary Wayne. Information processing for better utilization: Assessing the CLER model as organizer for innovation diffusion and planned change information reported in selected studies in the ERIC system." Unpublished Ph.D. dissertation, Indiana University, Bloomington, IN: 1984.

Kerr, David James. "A configurational approach to organizing knowledge for utilization: An exploration in applying the CLER model for developing information for use to design innovation, diffusion and change strategies". Unpublished Ed.D. dissertation, Indiana University, Bloomington, IN: 1982.

R

CONFIGURATIONS

The research reported in this first segment of the review pertains to the configurations which affect change activities. Twenty categories are used to organize the research reports in this segment. The reports are assigned to any of the appropriate categories listed below:

1. Individual (I)
2. Individual-Individual (I-I)
3. Group (G)
4. Individual-Group (I-G)
5. Group-Individual (G-I)
6. Group-Group (G-G)
7. Institution (IS)
8. Individual-Institution (I-IS)
9. Group-Institution (G-IS)
10. Institution-Individual (IS-I)
11. Institution-Group (IS-G)
12. Institution-Institution (IS-IS)
13. Culture (CL)
14. Individual-Culture (I-CL)
15. Group-Culture (G-CL)
16. Institution-Culture (IS-CL)
17. Culture-Individual (CL-I)
18. Culture-Group (CL-G)
19. Culture-Institution (CL-IS)
20. Culture-Culture (CL-CL)

INDIVIDUAL (I)

Research reported in this section relates to understanding the Individual (I) as an individual.

1. *Configuration

*Individual

Individual Behavior

Logic of Decision Making

Individual decision-making, either at the empirical or normative levels, is frequently portrayed as a systematic and rational procedure. Halling, however, claims that this is seldom the case. He argues that decision making does not follow the process in which the pertinent knowledge is first acquired, the costs and benefits of alternatives weighed, and then the most fitting alternative is selected. Instead, Halling suggests that introspection should allow us to "discover, surprisingly, that the action or line of thought in which we have engaged implies a decision already made...'In reality the deliberation follows the decision...'" [p. 7] Day-to-day decision making, then, is not a logical process as typically defined.

[Halling, ED 209 607]

2. *Configuration

*Individual

Individual Behavior

Sex Role Learning

Recent research conducted by Urbonas-Bendikas provided evidence that sex-roles for both males and females shift over time toward the masculine end of the scale. 75 college students were asked to complete an adjectival scale known as the Bem Sex-Role Inventory. The students were to rate themselves as they currently saw themselves and as they believe they would have rated themselves at an earlier age. It was found that males perceived themselves as androgynous (i.e., displaying the characteristics of both sexes) at an early age but rated themselves as more stereotypically masculine at the current time. Females, on the other hand, were more stereotypically feminine at the early age but saw themselves as more androgynous at the current time.

[Urbonas-Bendikas, ED 208 304]

3. *Configuration

*Individual

Individual as Change Agent

Change Agent Roles

Based on earlier research in the field, Boston and Kingsford have identified six roles which are often assumed by field agents attempting to bring about change in an educational setting. The roles are: 1) The catalyst, who creates interest in the innovation; 2) The solution-giver, who has experience enough to suggest remedies; 3) The process helper, who provides technical assistance; 4) The resource linker, who offers access to resources; 5) The coordinator, who unites parties to their mutual benefit, and 6) The trainer, who prepares the participants for the changed situation.

[Boston and Kingsford, ED 207 958]

4. *Configuration

*Individual

Individual as Change Agent

Teacher Characteristics

Of the traits possessed by teachers which were considered to be most important to the growth and development of individual students, the ability to relate was indicated most often by students in Texas adult basic education programs. An individual teacher's ability to relate was identifed as the most important contribution to the student's personal development and was found in the majority of specific growth factors examined by Fellenz, et al.. Other traits of great importance were the teacher's ability to assess the needs of the individual, the ability to evaluate and inform the student of his progress, and "sufficient understanding of the adult learner to make learning easier, yet more challenging"[p. 40].

[Fellenz, et al., ED 210 436]

5. *Configuration

*Individual

Individual as Adopter

Generic Process of Adoption

Innovation Model

In accordance with Lewin's well-known description of the change process as "unfreezing, moving, and refreezing", Smith asserted that an individual adopting an innovation or change will pass through three phases: 1) Initially closed to the innovation; 2) Open to suggestion, and 3) Reclosed to innovation after adopting or rejecting the innovation.

[Smith, ED 211 636]

6. *Configuration

*Individual

Individual as Adopter

Varieties of Adoption Behavior

Scientific vs. Cultural Innovation

The types of knowledge and skills (e.g., scientific and technical skills vs. cultural knowledge) and the way in which they were acquired by an individual (e.g., in a formal setting or an informal setting) strongly influence the individual's susceptibility to change. A mature individual will accept, with relative ease, the introduction of an innovation in a particular field's operating practice if the original training occurred in a formal setting and the innovation is of a scientific and technical nature. On the other hand, an individual will resist the introduction of an innovation in cultural practices if the original knowledge or skills are learned during informal, general cultural activities associated with respected individuals, groups, or institutions.

[Smith, ED 211 636]

7. *Configuration

*Individual

Individual as Adopter

Attitude Change

Components of Attitudes

The disparities between an individual's verbal statements and his or her related overt behavior has long plagued social scientists and attitude researchers. Edeani claimed that attitudes go beyond the merely affective and are indeed composed of affective, cognitive, and motivational factors. He tested the hypothesis that by manipulating the relevance (specificity and supporting evidence) of information, the credibility of the source, and the consequences (value/cost) of compliance, the persuasiveness of the communication would be effected. It was found that "information relevance, source credibility, and decisional consequences would collectively and individually influence attitude change. Relevance was the most potent predictor of this change, followed by consequences and credibility in that order".[pp. 25-26] Attitude, then, is not simply affective in nature but also has cognitive and motivational components, and is most swayed by relevant, or well-structured and specific, arguments.

[Edeani, ED 218 640]

8. *Configuration

*Individual

Individual as Adopter

Adult Basic Education

Criterion for Learner Success

A survey by Fellenz, et al., of some leaders of adult education programs, consultants, and local leaders in Texas produced the following list of criteria by which learner success in the adult basic education program might be judged: 1) Increase in self-esteem; 2) Increase in self-direction; 3) Ability to make better decisions and to solve problems; 4) More favorable attitude toward learning; 5) Ability to relate to people; 6) Sense of accomplishment in meeting one's own goals; 7) Ability to compete successfully for jobs; 8) More constructive attitude toward life; 9) Ability to work successfully with others, and 10) Better consumer skills. [Fellenz, et al., ED 210 436]

INDIVIDUAL-INDIVIDUAL (I-I)

Research reported in this section relates to understanding change within the dyadic (I-I) configuration (i.e., the Individual is the change agent and the Individual is the adopter).

9. *Configuration

*Individual-Individual

Self and Others

Change in Perceptions

Often in relationships, the image or perception one person has of another is suddenly found to be drastically inaccurate. Though these surprises are often disillusioning or disappointing, they can also be pleasantly surprising, such as when they reveal the basic humanity of the other individual. Halling proposed four contexts in which one individual might come into "contact" with the significant other: 1) The first individual (oneself) calls for a change in the relationship; 2) The other individual calls for a change in the relationship; 3) The other individual is observed participating in a world apart from the one in which one normally sees him or her (such as at home or at work), or 4) A new situation for both individuals arises, causing displays of unusual behavior. In each of these setting, the other individual is seen "as if for the first time". This occurs because, claims Halling, we are required to actively engage the other, "in a sense placing ourselves in his or her world so that it compellingly unfolds for us".[p. 1?] It is noted that Gestalt researchers hold that such "'contact' with another person occurs spontaneously when we are deeply in touch with ourselves, and it is not the result of

deliberate effort".[p. 15] Though perhaps difficult or impossible to evoke at will, the new perceptions of shared humanity can allow a dyadic relationship to evolve and deepen.

[Halling, ED 209 607]

10. *Configuration

*Individual-Individual

Writer-Reader

Shared Cognitive Structures

Psycholinguistic theory, as reviewed by Imhoof, has suggested that reading requires the individual reader to have undergone experiences similiar to that of the writer for there to be an understanding of the written materials: "...anything we try to comprehend which we cannot relate to our own cognitive structure is nonsense, no matter how significant or meaningful it might seem to someone else."[p. 20] The implication for change agents is that the introduction of innovations, particularly through printed media, must be in terms which are meaningful and within the cognitive structure of the intended adopter.

[Imhoof, ED 217 379]

11. *Configuration

*Individual-Individual

Evaluator-Manager

Acceptance and Rejection of Evaluation Findings

Shared Expectations

Apling has suggested that, paradoxically, while program evaluators may find it relatively easy to socially interact with program managers because of common backgrounds and status, the same program manager may be the most difficult for an evaluator to actually help. The difficulty experienced by the program evaluator when attempting to improve the manager's program is attributed to numerous obstacles. First, the program manager may perceive the evaluation as only another perfunctory program requirement. Second, the evaluator may find that the manager lacks the authority to act upon evaluation results. Third, even if the manager has the authority, the may disagree with the findings and discount the evaluation results when actually improving the program. And finally, even if the program manager agrees with the findings, has the authority to act, and believes that the performance will be improved, he may recognize that program performance is often of secondary importance to those providing funding. In this case, the efforts otherwise devoted to program improvement are more fruitfully directed toward the political activities involved in securing funding. The strategies followed by program evaluators to help program managers use the evaluation findings include: 1) Pressing for formal policies that require program managers to respond to findings; 2) Streamlining the completion requirements of mandatory evaluations; 3) Indicate how findings can be used; 4)

Forewarning managers about adverse findings; 5) Encourage the institutionalization of information use, and 6) Helping program managers spot patterns in tests and evaluations that point to program strengthes and weaknesses.

[Apling, ED 206 678]

GROUPS (G)

Research reported in this section relates to understanding the Group (G) as a group.

12. *Configuration

*Group

Group Behavior

Conflict Resolution

U.S. Supreme Court

Groups which survive over long periods, of neccessity, develop methods of resolving internal conflict. Even those groups which are especially prone to internal conflict, such as the U.S. Supreme Court, devise norms of behavior which lessen tension and preserve dignity during the resolution of disputes. However, in the case of the Supreme Court, as the nature of the group changed (to become the Burger court), the norms or procedures also changed and thereby disrupted the means of resolving substantive issues. To concentrate on the substantive issues, which was the true purpose of the Court, the members of the group were required to develop circuitous approaches to the conflict resolution problems. Palmerton and Pribble suggest that neither faction of the larger group, those who changed the procedures nor those who were satisfied with the earlier norms, directly addressed the problems of importance felt by the other faction. Instead, inefficient and uncomfortable working conditions arose. While the group continued to function, the dissolution of the previous conflict resolution methods and the failure to reimpose new methods resulted in an organization with decreased efficiency.

[Palmerton and Pribble, ED 315 388]

13. *Configuration

*Group

Group Behavior

Cooperation and Frustration/Satisfaction

Women Groups

The effects of individual frustration on group behavior were explored by Best and Nance. Using as subjects 80 American college women, they found that group cooperation on tasks which were mutually beneficial to the group members was greatly reduced when the individuals had recently engaged in frustrating intellectual tasks. In contrast, groups composed of members who had not been frustrated or who had recently performed well on intellectual tasks showed significantly higher levels of group cooperation. The levels of frustration and satisfaction felt by the group members appear to strongly influence the levels of competition and cooperation within the group.

[Best and Nance, ED 206 969]

INDIVIDUAL-GROUP (I-G)

Research reported in this section relates to understanding change within the Individual-Group (I-G) configuration (i.e., the Individual is the change agent and the Group is the adopter).

14. *Configuration

*Individual-Group

Change Agent and Community Groups

Group Role Clarification

An individual change agent attempting to implement changes in inner-city schools, often requires the assistance of community groups. Smith generalizes that the surrounding community groups can be mobilized if the change agent helps define and clarify the roles and goals of the various involved groups. The change efforts will then be coordinated and complementary (and result ultimately in instititutional changes).

[Smith, ED 211 636]

GROUP-INDIVIDUAL (G-I)

Research reported in this section relates to understanding change within the Group-Individual (G-I) configuration (i.e., the Group is the change agent and the Individual is the adopter).

15. *Configuration

*Group-Individual

Intra-Group Favoritism

Citing the findings of numerous studies, Tortu described the effects of a group on an individual of belonging to that group. Membership in a group will typically lead the group as a whole to favor individuals in that group. Favoritism may take the form of financial aid, friendship, and discrimination against out-group individuals.

[Tortu, ED 208 328]

16. *Configuration

*Group-Individual

Dual Group Membership: Superior Group vs. Inferior Group

Extra-Group Aspiration

Men to Woman

A group with a negative social identity is unable to engender displays of favoritism typically shown by a group member toward others in the same group. An individual who relates to two groups (one with a negative social identity and the other with a positive social identity) will accept and value more highly the characteristics displayed by the superior group. This, Tortu argues, is the case with women. Individual women as members of the lower status and less powerful group, "women", derogate their own group and aspire to the characteristics of the superior group, "men". "The unequal power and status between groups helps to determine the individual responses within groups."[p. 17]

[Tortu, ED 208 328]

GROUP-GROUP (G-G)

Research reported in this section relates to understanding change within the Group-Group (G-G) configuration (i.e., the Group is the change agent and the Group is the adopter).

17. *Configuration

*Group-Group

Intergroup Behavior vs. Interpersonal Behavior

Group Identity Enhancement

Tortu contends that research into the relations between the sexes can be furthered by studying the sexes at the intergroup level. Tortu accepts Tajfel's claims that intergroup behavior in the extreme form "is fully determined by the individual's membership in various groups or social categories"[p. 6]. Intergroup behavior is contrasted with interpersonal behavior, or "any interaction between individuals which is fully determined by their interpersonal relationship and the unique blend of their individual characteristics"[p. 6]. Inequalities between groups can result in the low status group having a negative social identity. To correct this negative identity, three strategies are noted: 1) Gain equality on certain characteristics; 2) Redefine certain negatively valued characteristics, and 3) Create new dimensions for comparison which portray the group in a positive light.
[Tortu, ED 208 328]

INSTITUTIONS (IS)

Research reported in this section relates to understanding the Institution (IS) as an institution.

18. *Configuration

*Institution

Institutional Characteristics

In a discussion of educational organizations, Smith identified three basic attributes of a bureaucracy. These characteristics were: 1) Specialization of tasks; 2) Centralization of responsibility, and 3) Standardization of procedures.
[Smith, ED 211 636]

19. *Configuration

*Institution

Institutional Characteristics

Institutions as Recipients of Assistance

The simple donation of assistance to an institution does not assure its optimum, or even its appropriate use. Lodge identified three general characteristics of institutions which, if present, allow the institutions to more properly use donations. Assistance to an institution will be more useful if: 1) Recipients are clear of the purpose of the assistance; 2) The receiving institution has a sense of direction, and 3) The institution has the capability of using the material and technical injections for the achievement of structural change and growth.

[Lodge, ED 219 203]

20. *Configuration

*Institution

Institutional Characteristics

Institutional Innovativeness

Schools and Innovation Adoption

A survey of literature conducted by Owen identified a number of institutional characteristics which influence the degree of innovation implementation. These included: 1) Organization; 2) Cooperation; 3) Openness; 4) Interaction, or linkages, and 5) Knowledge of the innovation. When these characteristics were used to examine the extent to which schools adopted an innovation, four clusters of schools were described. Above average innovation users were characterized by the initiative and organizational ability of an assigned leader (the Head of Science Department) and by the interest shown in the early phases of the development of the innovation. The second group of schools described, those not well linked to the project and low users of the innovation who first adopted the innovation only on a trial basis, also had strong leadership. Low innovation average user institutes lacked curricular organization, were unstable with high turnover, were staffed with inexperienced teachers who worked without reference of colleagues, and had little leadership. Dissonant innovators and users, the fourth cluster, depended on traditional curriculum or created their own, and relied on didactic teaching methods.

[Owen, ED 215 395]

21. *Configuration

*Institution

Institutional Characteristics

Administrative Corruption

An administrative bureaucracy without local roots, detached from local needs, unrepresentative of local interests, and assigned to perform tasks it is incapable of doing has a good chance of becoming corrupt.

[Lodge, ED 219 203]

22. *Configuration

*Institution

Institutional Functions

Third World Institutions

Lodge identified several of the roles played by formal institutions in development efforts in Third World countries. Institutions are needed in change efforts to perform the following functions: 1) To absorb new materials and techniques; 2) To motivate the targeted groups, and 3) To integrate the changes into the society.

[Lodge, ED 219 203]

23. *Configuration

*Institution

Institutional Characteristics

Institutional Accountability and Responsiveness

Public Schools

All institutions are to some degree resistant to change. Within this context, though, some institutions are more open to change than others. Smith generalized that, "Institutions whose existence depends upon the degree to which their product is identifiable, measureable, and vital to the lives of people tend to be susceptible to change". He also commented that, "In institutions in which little relationship exists between their existence and the quality of their product, change is more difficult to achieve". Public education falls into this latter category.

Several of the characteristics of schools which make them more resistant to change include the non-profit motive, their bureaucratic structure, and the fact that they are "domesticated organizations" (service institutions which cannot select participants, which have participants assigned to them, which are protected, and which do not have to show immediate results).

[Smith, ED 211 636]

24. *Configuration

*Institution

Institutional Characteristics

Institutional Influences and Innovativeness

Senior High Schools and Innovativeness

Daresh reported a study of some factors which influence the acceptance or rejection of an innovation in a high school. The goal was to "identify the intra- and extraorganizational factors which either support or inhibit the adoption and maintenance of innovative practices in a sample of selected senior high schools"[p. 3]. Nine major findings were reported: 1) The principal's leadership behavior was the most important intraorganizational factor supportive of the innovation; 2) Most teachers felt unprepared to implement the new teaching behaviors; 3) Teachers' dedication dropped because of "burn-out", which resulted from trying to maintain old programs while beginning new ones; 4) Procedures for assimilating new teachers were usually not in place; 5) The district superintendent is the one who must sustain support for an innovation from outside the organization; 6) Decentralized district management procedures facilitate the adoption and maintanence of an innovation; 7) Districtwide centralization of the curriculum encouraged innovative practices (such as open enrollment and objective-based instruction); 8) Large amounts of money from outside sources were not needed to introduce and maintain innovations, and 9) Formal support systems for the innovative practices were rare. [Daresh, ED 206 085]

25. *Configuration

*Institution

Institutional Responsiveness

Community College Service Improvement

The economic crunch and the call for accountability is forcing community colleges to better specify their goals and their levels of success. Godbolt suggested that community colleges are now serving three types of students: Those seeking a degree, those seeking self-development and skill training, and those attending casually. To insure that the goals set by these students are met, Godbolt proposed that contractual agreements be drawn up between the student and the school which specifies expectations and acceptable levels of progress. Other means of improving the college's responsiveness to student and community needs include: 1) Development of improved counseling programs; 2) Collaborate with secondary and post-secondary institutes; 3) Cooperate with local industry in skill training; 4) Train and utilize people in high-technology areas; 5) Study means of improving efficiency of community colleges; 6) Work closer with other public agencies; 7) Increase the public service functions of the college, and 8) Seek a variety of funding sources.

[Godbolt, ED 217 937]

26. *Configuration

*Institution

Organizational Development

Institutional Stories

Gray and Deal state that an institution seeking to improve itself requires that its constituents share an image of its institution as a unified or whole entity. A "functional we", in which a common language and shared stories arise, is needed to displace the fragmentation resulting from the formation of self-isolating groups. Gray and Deal suggest that the "functional we" can be brought about by the intentional use of story telling: "...there is evidence that in the telling of stories organizations begin to learn to focus and manage their energy toward realization of their most basic goals."[p. 4] In this way, organizational development is approached from a symbolic perspective.

[Gray and Deal, ED 215 061]

27. *Configuration

*Institution

Information Systems

MIS Development

Organizations which need to improve their flow of information often approach the problem by designing a "Management Information System", or MIS. MIS is described as "'a mechanism for turning data into information which provides support for the manager who must turn the information into decisions and plans'"[p. 4]. The MIS may or may not be automated, depending on the needs of the institute. Institutions considering the development of a MIS are offered the following design considerations: 1) Assign a key person to coordinate the process; 2) Tailor the MIS to the needs of the organization; 3) Communicate with and involve all levels of staff; 4) Keep the system simple, practical, and flexible; 5) Design and implement incrementally, and 6) Replace outmoded systems.

[Pollack, M. 212 281]

28. *Configuration

*Institution

Institutional Research Methodology

Naturalistic Study of a University

Hopkins and Sullivan described a research methodology for examining organizational change at an university. Their approach, a naturalistic one, relied on open and closed interview questions and had a multidisciplinary approach. The organizational change was to be examined from the perspectives of sociologists, political scientists, and communication scientists. Confidentiality was considered essential. Such an approach allowed the change to be seen as a developmental process and to be recognized as occuring in an historical and economic context. It also permitted self-examination on the part of the interviewee.

[Hopkins and Sullivan, ED 210 997]

INDIVIDUAL-INSTITUTION (I-IS)

Research reported in this section relates to understanding change within the Individual-Institution (I-IS) configuration (i.e., the Individual is the change agent and the Institution is the adopter).

29. *Configuration
*Individual-Institution
Incremental Change

Boston and Kingsford found that change agents attempting to introduce an innovation into an educational setting cannot induce change in the institution as a whole. Instead, it is neccessary to first make changes with individuals, then with groups, and finally with the institution. They hold that "the failure to recognize this personal aspect of change is probably the major reason why so many change efforts have failed in our public schools"[p. 5].
[Boston and Kingsford, ED 207 958]

30. *Configuration

*Individual-Institution

Change Agent as Member of the Institution

Institutional Change Agent Traits

Several characteristics of successful change agents working in institutional bureaucracies (such as inner city schools) have been identified by scholars of planned change. Smith declared that an institutional change agent, to be successful: 1) Must be cosmopolitan in outlook (low in loyalty to the employing institution; highly committed to specialized professional skills, and likely to identify with an outside reference group); 2) Must be in a position of authority; 3) Having diagnosed the psychological and sociological strengths and structures of all parties involved, must be clear and persuasive in goals and in methods, and 4) Must not expect to be rewarded in the traditional sense by the institution but, because of the disruption to the bureaucracy, must be gratified with completing a needed task. Contrariwise, change agents working in bureaucratic settings will probably be unsuccessful if they: 1) Maintain high loyalty to the institution; 2) Have low commitment to professional skills, and 3) Identify with the inner reference group.

[Smith, ED 211 636]

31. *Configuration

*Individual-Institution

Leader to Institution

Principal to School

Staff Development

Staff development in secondary schools, as described by Edd, is highly dependent upon the attitudes and actions of the high school principal. To effectively develop the staff, it is necessary for both the principal and the teachers to be convinced that such efforts are important. Selling the concept of staff development to himself requires the principal to: 1) Recognize his style of leadership; 2) Realize the need for administrative leadership in staff development; 3) Consider how the school's staff development goals match those of the district; 4) Consider state mandated staff development legislation, and 5) Acquire a staff development model. Points suggested by Edd for selling the development effort to the staff include: 6) Assess the current status of the staff and begin from there; 7) Support those who are active and interested; 8) Offer a forum for teachers to test ideas; 9) Conduct and use evaluations as positive building devices, and 10) Publicize successes.

[Edd, ED 217 531]

32. *Configuration

*Individual-Institution

Leader to Institution

Principal to Teachers

Locus of Decision

Though it is widely held that the principal in a school is of great importance to the implementation of an innovation, Parish and Arends found that this was not the case. Rather than the principal compelling or persuading teachers to incorporate an innovation and thereby bring about implementation, the teachers were the ones found to determine which innovations were to be implemented. Principals, as the heads of the institutions, were critical in the adoption of innovations, the selection of programs, and the provision of training, but not in the actual use of the innovation. From this perspective, principals provide and limit the options while teachers make the selection of which innovations to implement.

[Parish and Arends, ED 218 758]

33. *Configuration

*Individual-Institution

Leader to Institution

President to Community College

Organizational Development

Organizational development within a community college is contingent upon at least seven factors, each of which is to some degree controlled by the senior administrator of the college: 1) Clarity of the "Big Picture", including a clear sense of mission, goal orientation, a climate of trust, etc.; 2) Leadership for the change; 3) Satisfaction of the participants' needs, including their needs for importance, respect, influence, etc.; 4) Appreciation of the given situation; 5) Reasonable and clear structural elements, including clear roles, performance evaluations, salary schedules, etc.; 6) Program assessments which are acted upon, and 7) A positive example set by the chief executive officer.
[McClenney, ED 214 594]

34. *Configuration

*Individual-Institution

Brinksmanship in Schools

Types of Brinksmanship

One form of confrontation behavior exhibited by an individual toward an institution is known as brinksmanship. Brinksmanship, as played out in the school, is defined as,"'teacher behavior which challenges the authority of the school while avoiding its negative sanctions'"[p. 4]. Thompson, in a study of brinksmanship measurement tools, noted three types of brinksmanship: 1) Subversive obedience, which is "'rule obeying behavior in which someone follows the letter but not the spirit of a rule, or the person complies in an exaggerated way in order to use the organization's rules to its own disadvantage'"; 2) Tightroping, which "'is a behavior which exploits rule vagueness as a means to avoid organizational sanctions'", and 3) Boundry testing, which is "'rule disobeying behavior that will result in negative sanction, unless adequately protected through humor or satire'" [p. 4]
[Thompson, ED 209 198]

GROUP-INSTITUTION (G-IS)

Research reported in this section relates to understanding change within the Group-Institution (G-IS) configuration (i.e., the Group is the change agent and the Institution is the adopter).

35. *Configuration

*Group-Institution

Institutional Communication Capacities

When a group of decision makers within an organization attempts to introduce an innovation into the organization, Fidler and Johnson propose that adoption depends on an interaction of 1) the amount of risk involved in adopting the innovation; 2) the complexity of the innovation; 3) the power costs, and 4) the adequacy of the communication channels. When the risk, complexity, and power costs are high, the communication channels will be more heavily taxed. Overloading the communication channels greatly reduces the chances that the desired change will be accepted. The researchers state, "Thus there appears to be a direct inverse relationship between communication load and the probabilities of successful implementation of innovations."[p. 19] [Fidler and Johnson, ED 218 682]

36. *Configuration

*Group-Institution

Group Formation within Institutions

Institutional Segmentation

Groups formed within institutions tend to fragment the institution. The close contact with others of similiar experiences will often lead the members of the group to develop their own common language: "...it is as if these different constitutents speak separate (and often separating) languages."[p. 5] Left unaltered, the different groups speaking their different "languages" will undergo unique experiences and will become further isolated from other groups. While this may strengthen group unity, the larger institution will be segmented and left virtually immobilized.
[Gray and Deal, ED 215 061]

INSTITUTION-INDIVIDUAL (IS-I)

Research reported in this section relates to understanding change within the Institution-Individual (IS-I) configuration (i.e., the Institution is the change agent and the Individual is the adopter).

37. *Configuration

*Institution-Individual

Institutional Enculturation

Institutional Values

Membership within an institution often leads to the enculturation of the individual, in which he or she comes to accept the values of the institution. Smith indicated that an individual working within and adapting to a bureaucratic institution tends to become increasingly concerned with stability and consistency. Under these conditions, the quality of work is given lower priority. [Smith, ED 211 636]

38. *Configuration

*Institution-Individual

Mass Media and Individual Values

Numerous roles have been proposed for mass media institutions in the context of development efforts. Lodge claims that the mass media can be effectively used to agitate previously docile individuals by presenting new sets of values.

[Lodge, ED 219 203]

39. *Configuration

*Institution-Individual

Mobilization Process

Institutions working in development contexts often encounter individuals who are unfamiliar with formal change efforts and who are unconcerned or unaware of the roles they can play. To effectively bring about change in passive, docile peasants, Lodge suggests that an institution must move the individual through four phases: 1) Agitation; 2) Motivation; 3) Organization, and 4) Commitment.

[Lodge, ED 219 203]

40. *Configuration

*Institution-Individual

Types of Participation

The role of individual participation in development projects has progressively received attention from development planners and practitioners. McLachlan's review of the concept of participation reveals several different interpretations. The meanings of participation include the Asian use of participation to "awaken" villagers, Nyerere's use of participation to bring about self-reliance, Freire's use of participation in the process of conscientization, and certain non-formal educator's use of participation as a method of empowering. Participation by recipients of the innovation is described as important at the problem identification stage as well as the project planning, implementation, and evaluation stages. Eliciting and appropriately applying the participation of individuals in a development project is said to require flexibility, patience, and receptivity to change.
[McLachlan, et al., ED 211 662]

41. *Configuration

*Institution-Individual

School to Teacher

Locus of Innovation Decision

The influence exerted by educational institutions upon a teacher's acceptance of classroom innovations was found by Parish and Arends to be very limited. Teachers were reportedly agreeable to considering innovative programs, and to even undergo training and indoctrination in the proposed innovations. However, teachers strongly felt that the choice of accepting or rejecting the innovation was theirs: "Each teacher believed that they had the right to determine, on their own, what would happen 'in their classrooms with their children'."[p. 7] By their acquiesance to the rejection of innovative programs, administrators apparently accepted the teachers' autonomy.

[Parish and Arends, ED 218 758]

42. *Configuration

*Institution-Individual

Class to Students

Non-Traditional Career Choices

Culturally-dominant career stereotypes held by adolescents were shown by Veres and Carmichael to be amenable to change. The use of an assortment of classroom activities, adequate instructional materials, and sufficient opportunities to discuss career options were shown to positively change the attitudes of eighth and tenth grade males and females toward non-traditional career choices,e.g., a male nurse, a female carpenter, a male kindergarten teacher, and a female reporter. The activities used in the study included viewing a filmstrip, class discussions, and discussions between parents and students. It was found that even limited exposure to the idea of non-traditional occupations, such as was given to the control group, was adequate to prompt the students to diverge slightly from their stereotypes.

[Veres and Carmichael, ED 215 141]

43. *Configuration

*Institution-Individual

Pro-Nutritional TV Spots and Children

Shortcomings of Pro-Nutritional Spots

The influence exerted by the television industry on the general population and on children in particular is attracting attention from researchers. This is especially true in the area of nutrition, in which numerous studies have been conducted into the effects of TV food product advertisements on children's eating habits. One of the concerns of researchers is that children who are saturated with commercials for low-nutritional foods will develop poor eating practices. An investigation by Peterson, et al., examined the impact of briefly exposing children to pro-nutritional educational spots. They found that the "converging evidence appears to indicate that the pro-nutrition messages did not improve food consumption, food preference or nutritional knowledge".[p. 13]

Three factors were identifed which may have constrained the attempt to change children's behavior with pro-nutritional television spots. First, the messages in the television spots lacked salience, or prominence, because of their underexposure and so were not so highly valued by the children. Second, the desired eating behavior was not encouraged by the adequate reinforcement of frequently recurring educational spots, which resulted in low commitment to the message on the part of the children. Third, the quality of the pro-nutritional spots advocating the desired behavior was not at the same level as that of the commercials promoting the undesired behavior. Suggestions for more success-

fully changing children's behavior with television include "increasing the intensity, the repetitions, and quality" of the desired messages.

[Peterson, et al., ED 209 707]

INSTITUTION-GROUP (IS-G)

The research reported in this section relates to understanding change in the Institution-Group (IS-G) configuration (i.e., the Institution is the change agent and the Group is the adopter).

44. *Configuration

*Institution-Group

Appropriate Development

Perceptions of Efficacy

The "fit" of a development effort can either spark or quench the interest of the project beneficiary. The degree to which an institution identifies and addresses needs that are also recognized by the group and the degree to which an institution employs solutions that are considered appropriate by the group strongly influences the efficacy felt by the group. Lodge contends that an institution from outside a community will reinforce a group's conviction that it does not control its destiny if the outside institution provides materials and techniques unrelated to local actions.

[Lodge, ED 219 203]

INSTITUTION-INSTITUTION (IS-IS)

The research reported in this section relates to understanding change in the Institution-Institution (IS-IS) configuration (i.e., the Institution is the change agent and the Institution is the adopter).

45. *Configuration

*Institution-Institution

Forces for Change

Attempts to change an educational institution may take a great number of forms and display a variety of tactics. Smith generalized that the greatest source of changes in institutions come from legitimate outside institutional forces.
[Smith, ED 211 636]

CULTURE (CL)

Research reported in this section relates to understanding the Culture (CL) as culture.

46. *Configuration

*Culture

Culture as a System

Cascading Changes

Drawing from the analogy of society as a system, Lodge suggests that attempts to apply expertise to only a segment of a culture ignore the basic integration of the system. The problem of agricultural production, the area of society discussed by Lodge, "is fundamentally a political, economic, social, and cultural problem; a problem of land, of credit, and of market...Expert treatment on one segment of the circle does not prove contagious to all the other segments."[p. 9] Because change attempts in one portion of a culture require cascading changes in the culture, specialized applications of expertise are prone to failure.

[Lodge, ED 219 203]

47. *Configuration

*Culture

Boomtowns

Catastrophe Models

The mobility of populations and the allure of recently discovered natural resources often results in the phenomenon of the "boomtown". The boomtown, in which there has been "a sudden change from a small rural town to an entirely new kind of community, with the tranformation occuring over a short period of time due to rapid population growth"[p. 4], may accurately be described as catastrophic to the original community because of the abrupt and sustained changes in the ethnic, religious, and cultural homogeneity. To help describe the social effects of boomtowns, England and Hooper suggest the use of "catastrophe models" which have recently been developed in mathematics. Catastrophe models are said to "deal with phenomena in which changes in continuous independent variables lead to sudden, or abrupt, discontinuous changes in a dependent variable"[p. 7]. The catastrophe model is useful in two ways. First, it provides an useful analyogy of changes undergone by a boomtown. Second, the catastrophe model can also display "the change in the integrative mechanisms in the community from informal to institutional"[p. 8]. What is depicted in this second use of the catastrophe model is the "breakdown of the community-wide informal network system that is characteristic of rural communities" and its replacement "by more formal relations among community residents, on the whole, while bureaucracies replace the informal helping systems".[p. 10]

[England and Hooper, ED 214 691]

48. *Configuration

*Culture

Social Effects of Boom-Towns

Assessment of Boom-Town Hypotheses

Following a review and unfavorable critical assessment of literature pertaining to the social effects of "boomtowns", Thompson, et al., were skeptical of the proposed explanations of the deleterious effects of such rapid growth. Although four major explanations were discovered in the literature which were intended to account for problems faced in boomtowns, none were found to be satisfactory by the reviewers. The explanations and their counter-arguments are summarized as follows:

1) Claim -- Community suffering results from a shift from the classic rural community to an urban one.

Counter-Claim -- Logically, it is incorrect to assume that the personalities of those suffering the effects of the boomtown are rural merely because they are in a rural setting, and empirically, the communities effected are not rural in the classical sense but are instead scaled-down versions of urban communities.

2) Claim -- Disruption is a function of population size and density.

Counter-Claim -- Other research argues that, "Factors other than present community size and density appear to have greater effect than these [size and density] on the incidence of attitudes and behaviors of individuals"[p. 17]. As an example, literature suggests that rural inhabitants have a greater amount of psychological distress than do those in urban areas.

3) Claim -- A greater number of unhappy transactions occur with

an increase in population.

Counter-Claim -- A population increase will result in a greater number of total transactions, unsatisfying and otherwise. The interactions of the numerous characteristics of a growing population, and not merely population size, are recommended as more deserving areas of research.

4) Claim -- Anomie afflicts the inhabitants of boomtowns because social norms are displaced.

Counter-Claim -- Anomie itself is not a measurable item and so it is difficult to show any fluctuations. Also, because the rural areas are only smaller versions of cities, the norms are not necessarily displaced. Instead, changes in norms are only accelerated, but not caused by, the sudden growths in boomtowns.

Five hypotheses which may more accurately account for the social disruptions were proposed or implied: 1) Changes in the composition of a town's population explain the problems often encountered in boomtowns; 2) Problems identified in the boomtown reflects problems in the region or society at large; 3) Indicators used to diagnose the social disruptions in boomtowns are not valid; 4) Conditions in the community existing prior to the "boom" predispose the boomtown to have problems, and 5) Characteristics of the growth influence the impact of the change.

[Thompson, et al., ED 213 567]

49. *Configuration

*Culture

Boomtowns

Community Stability

Communities can avoid the effects of "boomtowns" and remain stable if they exhibit controlled growth so that the community becomes capable of incorporating population increases and community changes.

[England and Hooper, ED 214 691]

50. *Configuration

*Culture

Community Size

Integration

Social Needs

Thompson, et al., suggest that there might be optimum sizes for communities. Communities of one size may have difficulty with integration while those of another size may not meet social problems: "The general trends seem to support a theory which locates 'optimum' local size at the intersection of two curves, one showing the effects of size on access to resources for meeting needs and the other showing the effects of size on problems of integration in interaction."[p. 19]

[Thompson, et al., ED 213 567]

INDIVIDUAL-CULTURE (I-CL)

Research reported in ths section relates to understanding change in the Individual-Culture (I-CL) configuration (i.e., the Individual is the change agent and the Culture is the adopter).

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

GROUP-CULTURE (G-CL)

Research reported in this section relates to understanding change in the Group-Culture (G-CL) configuration (i.e., the Group is the change agent and the Culture is the adopter).

51. *Configuration

*Group-Culture

Economic Impact of Migrants

Rural Communities

Policy Considerations

Rural areas have shown trends in the past several decades toward out-migration and population growths which lag behind that of urban regions. However, a study by Bradshaw and Blakely of selected rural communities in California indicates that the influx of migrant groups has reversed these trends. Five types of growing rural communities were examined: 1) Retirement; 2) University/professional; 3) Governmental and public service; 4) Tourist, and 5) Counter-culture. Migrants into the rural communities were found to make substantial alterations to the economic conditions. Although these groups of migrants are responsible for numerous new jobs and economic opportunities, the migrants are themselves attracted not by the economic considerations but by the quality of life offered in the rural setting. Research showed that the studied rural areas "are no longer economically depressed and lacking in the physical and human resources necessary to participate in a growing economy"[p. 25]. Policy makers are encouraged to examine what may be the beginning of the next economic wave and prepare policies for rural areas which capitalize on the economic growth brought about by such migration.

[Bradshaw and Blakely, ED 216 832]

INSTITUTION-CULTURE (IS-CL)

Research reported in this section relates to understanding change in the Institution-Culture (IS-CL) configuration (i.e., the Institution is the change agent and the Community, Sub-Culture, or Culture is the adopter).

52. *Configuration

*Institution-Culture

Appropriate Development

Perceptions of Efficacy

The "fit" of a development effort can either spark or quench the interest of the project beneficiary. The degree to which an institution identifies and addresses needs that are also recognized by the community and the degree to which an institution employs solutions that are considered appropriate by the community strongly influences the efficacy felt by the community. Lodge contends that an institution from outside a community will reinforce a community's conviction that it does not control its destiny if the outside institution provides materials and techniques unrelated to local actions.

[Lodge, ED 219 203]

53. *Configuration

*Institution-Culture

Education and Cultural Change

Entry Skills and Success Levels

The conflict in societies between liberty and equality frequently manifests itself in the educational institutions. Such has been the case in the progressive egalitarian society of post-World War II England. There, Halsey reports, education has been widely expanded not only to improve labor efficiency but also to help transform society from one favoring ascription (birth) to one based on merit. Halsey contends that, while the greater availability of schools and the increase in the age for mandatory schooling school age have encouraged enrollment of a greater number of students from social classes formerly excluded, the desired meritocracy has still not arisen. Such a shortfall in expectations is partially explained by the continued differences in the entry skills of the students. That is, despite the increased availability of schooling, the schools still benefit more those with the higher level of entry skills. Thus, changes in educational institutions have not been sufficient to counter other cultural determinants of educational and social success.

[Halsey, ED 215 954]

54. *Configuration

*Institution-Culture

Model for Community Health Projects

Health Project for Indian Communities

Fetal Alcohol Syndrome

Fetal Alcohol Syndrome, which is believed to be the second most frequent birth defect in the U.S. and the leading cause of mental retardation, is described as "a pattern of malformations which is found in children born to mothers who drink alcohol excessively during pregnancy"[p. 3]. A Fetal Alcohol Syndrome Project was conceived for a segment of the Southwestern American Indian population to help determine its prevalence and to provide treatment and prevention services. The institution involved in the project used a threefold approach to effect the desired changes in the community. The first facet involved training projects designed to benefit of clinicians, outreach workers, and community workers. The training was aimed both at prevention and recognition of the Syndrome. The second portion of the project emphasized the treatment of Fetal Alcohol Syndrome. This included the development of treatment programs and the coordinated administration of these programs. The third aspect of the project was primarily concerned with research. Here, the institution focused on gathering additional knowledge about Fetal Alcohol Syndrome among Indians.

[May, ED 213 561]

CULTURE-INDIVIDUAL (CL-I)

Research reported in this section relates to understanding changes in the Culture-Individual (CL-I) configuration (i.e., the Community, Sub-Culture, or Culture is the change agent and the Individual is the adopter).

55. *Configuration

*Culture-Individual

Cultural Influences

Behavioral Norms

Anticipatory Socialization

People tend to learn accepted and expected general behavior modes from their surrounding cultures (homes, family groups, schools, etc.). For example, an individual's child rearing attitudes reflect those held by the surrounding adults during the individual's childhood. Another instance is that a teacher will tend to teach as he was taught.

[Smith, ED 211 636]

56. *Configuration

*Culture-Individual

Cultural Influences

Personal Efficacy

Cultural "givens", such as agricultural production methods, market and credit structures, land tenure, political system, social structure, education, health, values, etc., into which an individual is born can combine to persuade an individual that he is virtually powerless and not in control of his life. The pervasiveness of a culture combines with the immersion in day-to-day life to cause an individual to become somewhat numb to the blessings and curses of a culture and see few or no alternatives. [Lodge, ED 219 203]

57. *Configuration

*Culture-Individual

Sex Differences

Psychological Differences

Educational Differences

Psychological differences between males and females were studied by Breeding, et al., who suggested that many of the manifested differences are not inherent but instead are culturally induced. Their study found that, "in many aspects of life in the classroom, culture is a more important factor to consider than is gender of birth in the psychology of sex differences"[p. 2] The findings, which were undoubtedly controversial, were as follows: 1) No real sex-based differences were found in aptitude; 2) Inconsistent differences in coping skills exist between the sexes;) Boys tended to have more positive self-concepts than did girls, and 4) Boys tended to have higher motivation than did girls. Boys had higher educational aspirations at all testing sites except for three. In one site, there was also equal aspirations for occupational status between the sexes. "In this international study, culture was a much more important influence than sex in determining differences between children."[p. 6]

[Breeding, et al., ED 206 994]

58. *Configuration

*Culture-Individual

Sex Differences

Cultural Stereotypes

Career Stereotyping

A comparison between adolescent boys and girls found that the males were more traditional and conservative when considering which jobs are better suited for men or for women, and which would be more appropriate for either. That is, the males more nearly agreed with the cultural stereotype that certain jobs were more fitting for a person of a particular sex.

[Veres and Carmichael, ED 215 141]

59. *Configuration

*Culture-Individual

Cultural Incentives

Bilingualism

Acquiring a second language is suggested by Imhoof to be in large part a function of cultural factors. Though learning a second language is difficult, adequate social and economic incentives can encourage even those without formal educations to become bilingual. When required to regularly interact in a foreign language, whether on the job, in school, in social settings, or for technical exchanges, individuals tend to gain proficiency in that language.

[Imhoof, ED 217 379]

60. *Configuration

*Culture-Individual

Cultural Incentives

Children's Literacy

Imhoof contends that a culture in which printed materials are abundant will awaken in children a desire to become literate. This skill of literacy is intuitively recognized by children as that which "will provide them with the key to an adult world"[p. 24]

[Imhoof, ED 217 379]

61. *Configuration

*Culture-Individual

Cultural Differences

Urban vs. Rural

Adult Education

An exploratory study by McCannon comparing rural and urban adult participants in continuing education found several major differences between individuals in the two different cultural settings. While levels of participation in adult education are higher in urban areas, the proportion in rural areas is increasing. Adults in the urban areas are interested more in courses which offer formal credit and which offer vocational advancement, while those in the rural regions focus more on non-credit, personal development courses. Finally, more barriers to continued learning are encountered by adults in rural communities than by those in urban communities.

[McCannon, ED 209 472]

CULTURE-GROUP (CL-G)

Research reported in this section relates to understanding change in the Culture-Group (CL-G) configuration (i.e., the Culture is the change agent and the Group is the adopter).

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

CULTURE-INSTITUTIONS (CL-IS)

Research reported in this section relates to understanding change in the Culture-Institution (CL-IS) configuration (i.e., the Culture is the change agent and the Institution is the adopter).

62. *Configuration

*Culture-Institution

Economic Decline and Education

Educational Priorities

South Australian Education

The effects of a diminished budget is a problem periodically faced by education institutions. When the cutback is a reflection of widespread regional economic decline, one option often found desirable is to reduce funding and simultaneously redirect education so that it helps correct the larger economic problems. The principle which seems to guide this policy is, "The less optimistic the economic outlook, the less money there will be for further education and the more emphasis there will be on education for specific employment purposes"[p. 20]. Education in the state of South Australia was recently called upon to increase the proportion of vocational training courses while decreasing the proportion of non-vocational courses. This way, educational institutions responded to the immediate needs of society by focusing on the newly assigned priorities.

[Franklin and Parkinson, ED 208 154]

63. *Configuration

*Culture-Institution

Development and Media Coverage

Third World Newspapers

Critics from underdeveloped nations often assert that Western news agencies fail to provide adequate coverage and evaluation of development efforts in the Third World. A study by Ogan and Swift sought not to confirm or deny this claim but to examine the coverage of Third World development events by newspapers of the developing countries themselves. They asked, "Is news value so different in the Third World that bridge-building, family planning and vaccination campaigns are front page items and political news is subordinate to development project news?"[p. 4]

The findings of the study were that: 1) The emphasis given to development events in underdeveloped countries is roughly the same as that in developed countries; 2) Development efforts in the areas of agriculture, economics, education, industry and national integration received the greatest amounts of attention; 3) Government sources of information were most frequently used by the newspapers, rather than non-government sources, critics, or the effected populations; 4) The impact or progress of development projects was often evaluated by the newspapers, though the assessments typically were not indepth, and 5) Development news in socialist newspapers was reported in decidedly positive terms 75% of the time and in balanced or neutral terms 14% of the time, while 44% of that in government-controlled non-socialist newspapers was positive and 46% neutral, and that in privately controlled papers was positive 28% and balanced or neutral 47% of the time.

[Ogan and Swift, ED 217 437]

64. *Configuration

*Culture-Institution

Aroused Constituencies

Environmental Health Impact

American Indians

To compensate for institutional oversights and management, a community might respond by becoming more assertive in its demands for improved services. One example of the rousing effect inept institutions have on a culture may be found in the American Indian's drive for an assessment of environmental health impacts resulting from different development projects. Because many problems related to resource development were slipping through the existing regulatory net, an effort headed by the Americans for Indian Opportunities was organized to help identify and remedy the unaddressed problems. The aroused attitude is best represented in the call-to-arms, "THE BURDEN HAS ALWAYS BEEN ON INDIANS TO DEVISE WAYS TO EDUCATE AND ADVISE THE AGENCIES ON CREATIVE IMPLEMENTATION OF INCOMPLETE LEGISLATION." (Capitalized and underlined as in original.)

[Messing, ED 206 444]

CULTURE-CULTURE (CL-CL)

Research reported in this section relates to understanding change in the Culture-Culture (CL-CL) configuration (i.e., the Culture is the change agent and the Culture is the adopter).

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

LINKAGES

The research in the second segment of the review pertains to the communication linkages which affect change activities. Nine categories are used to organize the research reports. The reports are assigned to any of the appropriate categories listed below:

1. Linkages (L)
2. Formal Linkages -- Between: Contact Originating from Change Agent System (L/F/B/CH)
3. Formal Linkages -- Between: Contact Originating from Adopter System (L/F/B/A)
4. Formal Linkages -- Within Change Agent System (L/F/W/CH)
5. Formal Linkages -- Within Adopter System (L/F/W/A)
6. Informal Linkages -- Between: Contact Originating from Change Agent System (L/I/B/CH)
7. Informal Linkages -- Between: Contact Originating from Adopter System L/I/B/A)
8. Informal Linkages -- Within Change AgentSystem (L/I/W/CH)
9. Informal Linkages -- Within Adopter System System (L/I/W/CH)

LINKAGES (L)

Research reported in this section relates to understanding communication Linkages (L) within and between dyads, groups, institutions, communities, and sub-cultures acting as change agents and adopters.

65. *Linkages

Informal Educational Linkages

Formal Educational Linkages

For an innovation to be introduced into a school and be implemented by the teachers, Parish and Arends propose that both formal and informal linkages must be forged. Because the principal controls access to the school, formal contacts must be made with the administration for the innovation to be introduced, for adoption strategies to be employed, and for training to be conducted. Because the teacher actually decides whether or not to continue the use of the innovation, informal linkages must be made for the teacher to adapt the innovation to his teaching methods.
[Parish and Arends, ED 218 758]

66. *Linkages

Linkage Types and Innovation Characteristics

Formal vs. Informal Linkages

Fidler and Johnson suggest that the complexity or risk of an innovation should be considered by the innovator who is attempting to select whether to forge formal or informal linkages. Interpersonal channels of communication between the decision makers and adopters are most effective when the innovation is complex or involves great risk. Such face to face communication, while typically informal, has high per unit costs. The more formal mass media channels, which have lower per unit costs, are more appropriate when there is less perceived risk or the innovation is less complex.

[Fidler and Johnson, ED 218 682]

FORMAL LINKAGES -- BETWEEN: CONTACT ORIGINATING FROM CHANGE AGENT (L/F/B/CH)

Research reported in this section relates to understanding Linkages (L) which are Formal (F), which are Between (B) dyads, groups, institutions, communities, and cultures acting as change agents and adopters, and which are initiated by the Change Agent (CH).

67. *Linkage

*Formal Contact Between Change Agent and Adopter

*Contact Originating from Change Agent

Significance of Linkages

Edington notes that innovations will not be adopted when local participation is not real and substantial. Because "outside agencies cannot determine what the problems are, develop the programs, operate them, maintain them, and be successful", it is necessary that there be "a real cooperative effort". Change agents, to implement an innovation and increase the chances of its adoption, must solicit the participation of the intended users of the innovation. Linkages between the innovator and the adopter which permit the involvement of the adopter are required for the successful dissemination of an innovation.

[Edington, ED 215 840]

68. *Linkages

*Formal Contact Between Change Agent and Adopter

*Contact Originating from Change Agent

Linkage Activities

A growing number of economic development projects in rural America are attempting to link themselves with government and private agencies. Such linkages, it is assumed, will allow the projects to better capitalize on available resources and thereby improve their chances for success. White has identified six activities which must be performed by the intending change maker to help ensure the linkages: 1) Identify the resources which could be tapped for the development effort; 2) Develop local support; 3) Identify and recruit adequate leadership; 4) Recognize and collaborate with the important parties involved in the project; 5) Develop and cooperate with the needed support services, and 6) Consider the characteristics of the effected community.

[White, ED 206 926]

69. *Linkages

*Formal Contact Between Change Agent and Adopter

*Contact Originating from Change Agent

Importance of Information Dissemination

Researchers and Parents

Traditionally, members of the research community have not sought to directly link themselves with the end users of their work. Too often researchers have relied on a "trickle down theory of dissemination", in which knowledge filters from the scientific community, through practitioners and educated groups, and finally to the general public. Parents as a group, and especially the parents of handicapped children, have an extreme need for the findings of research concerning their children's development. Yet, limited time and money and the low status given the spread of information, Winton asserts, have resulted in a reluctance on the part of researchers to actively disseminate information to parents. Countering this disposition held by the researchers are two trends which, Winton proposes, will necessitate closer relations between the research producers and users. First, the ethical importance of producing research destined for use is increasingly being recognized. Second, in an era of accountability, research which is publicly subsidized is progressively being required to demonstrate applicability.

[Winton, ED 218 897]

70. *Linkage

*Formal Contact Between Change Agent and Adopter

*Contact Originating from Change Agent

Linkage Factors

Regional Educational Laboratories

A newly established institution requires linkages both with its patrons and its clients in order to succeed in its mission. McClure proposed six factors involved in carving out the identity of a regional educational laboratory, thereby establishing and strengthening linkages with the impacted parties of the region: 1) Symbiosis -- Conscious recognition of the need for sharing the social, physical, and cultural characteristics of the region; 2) Governance -- recruiting representatives from each state to serve on the board of directors; 3) Working relationships (collegiality) -- developing relations so that practitioners are comfortable working with lab members; 4) Geographical access -- permitting contact and communication with the lab; 5) Out-of-region linkages -- preserving contacts with influential and important parties, and 6) National stature -- securing recognition for high quality work. [McClure, ED 214 907]

71. *Linkages

*Formal Contact Between Change Agent and Adopter

*Contact Originating from Change Agent

Linking Agent Roles

Regional Educational Service Agencies

Firestone and Wilson state that local schools require at least two types of linkages to successfully implement innovations. First, technical linkages are required to provide access to technical knowledge which focuses on curriculum and practice. Additionally, schools require political linkages so that appropriate consideration can be given to regulations and legislation. To help provide these two types of linkages to schools, numerous Regional Educational Service Agencies (RESAs) have been established over the last two decades. The linking agents hired by the RESAs play at least one of three roles. Expert/Trainer is the role played by those linking agents most concerned with technical linkages and who worked with local educators through workshops and consultations. Monitoring is the role played by linking agents which most concerns political linkages, and involves enforcement, negotiation, and explanation. Serving as a liason is the third role, and requires both political and technical linkages. Liason work "covers a broad range of activities needed to maintain a network of interactions among local districts, the RESA, and the outside world"[p. 13].

[Firestone and Wilson, ED 213 755]

72. *Linkages

*Formal Contact Between Change Agent and Adopter

*Contact Originating from Change Agent

Development Project Participants

Improved Participation

Forestry Projects

The dependency by a growing number of people on wood as a source of energy has increased the importance of forestry projects while, in many cases, it has simultaneously decreased the supply of locally available wood. Hoskins described the urgency of "forestry for local community development" projects which involve the cooperation of the three concerned parties: 1) The community residents, 2) The foresters, and 3) The project donors or sponsors. Community residents were said to be more likely to participate in the project when they have negotiated the benefits and the support they are to receive and have clarified their responsibilities in the project. To improve the participation of the foresters, they should be given reason to expect some training in community participation and some loosening of the rigid training and pay structures. In return, foresters should devise new technical innovations and interact more closely with the other project participants. Donors to local community development projects should expect more cooperation between the recipients of the aid and the technicians, but should also fund more experimental and smaller projects.

[Hoskins, ED 207 479]

FORMAL LINKAGES -- BETWEEN: CONTACT ORIGINATING FROM ADOPTER (L/F/B/A)

Research reported in this section relates to understanding Linkages (L) which are Formal (F), which are Between (B) dyads, groups, institutions, communities, and cultures acting as change agents and adopters, and which are inititated by the Adopter (A).

73. *Linkages

*Formal Contact Between Change Agent and Adopter

*Contact Originating from Adopter

Lures Offered by Change Agent

Teaching Staff Development

Potential clients are more likely to contact universities and teacher training centers interested in the development of educational personnel if these centers indicate the importance they assign to such service activities. Identifying staff development projects as a high priority undertaking, perhaps by listing the project in the college or university bulletin or in other official publications, will demonstrate the importance given to these efforts. This, in turn, will often elicit contacts by concerned parties.

[Wu, ED 212 594]

FORMAL LINKAGES -- WITHIN CHANGE AGENTS (L/F/W/CH)

Research reported in this section relates to understanding Linkages (L) which are Formal (F) and which are Within (W) dyads, groups, institutions, communities, and subcultures acting as Change Agents (CH).

74. *Linkages

*Formal Contact Within Change Agents

Strengthening Internal Linkages

The success of staff development efforts frequently hinges on the adequacy of the communication shared by the trainers. To facilitate this internal communication within the innovator team, Wu made three suggestions: First, the project director should be kept well informed of all relevant events in order to better administer the program. Second, the aims and methods of the program should be specified as clearly as possible to reduce ambiguity among the team members. And finally, interaction between the innovator team is encouraged by sharing rides, assisting with travel arrangements, and by designating contact persons in the field in case of questions and problems.

[Wu, ED 212 594]

FORMAL LINKAGES -- WITHIN ADOPTERS (L/F/W/A)

(L [FW-A])

Research reported within this section relates to understanding Linkages (L) which are Formal (F) and which are Within (W) dyads, groups, institutions, communities, and cultures acting as Adopters(A).

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

INFORMAL LINKAGES -- BETWEEN: CONTACT ORIGINATING FROM CHANGE AGENT (L/I/B/CH)

Research reported in this section relates to understanding Linkages (L) which are Informal (I), which are Between (B) dyads, groups, institutions, communities, and cultures acting as change agents and adopters, and which are initiated by the Change Agent (CH).

75. *Linkage

*Informal Contact Between Change Agent and Adopter

*Contact Originating from Change Agent

Political and Sports-World Figures

Image Enhancement

Linking successful sports-world figures and teams with politicians is a widely practiced method of image development and enhancement. Slack's study of Cuba's leader, Fidel Castro, indicates that he consciously employs this form of propaganda for both internal and international audiences. Internally, sports are linked with politics to emphasize Castro's physical prowess, to provide slogans and pictures at sports events, and to use sports successes as parallels to political successes. Externally, sports are used to show Castro as a robust figure and to glorify the accomplishments of Cuba's revolution.

[Slack, ED 206 611]

INFORMAL LINKAGES -- BETWEEN: CONTACT ORIGINATING FROM ADOPTER (L/I/B/A)

Research reported in this section relates to understanding Linkages (L) which are Informal (I), which are Between (B) dyads, groups, institutions, communities, and cultures acting as change agents and adopters, and which are initiated by the Adopter (A).

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

INFORMAL LINKAGES -- WITHIN CHANGE AGENTS (L/I/W/CH)

(L [IW-CH])

Research reported within this section relates to understanding Linkages (L) which are Informal (I) and which are Within (W) dyads, groups, insitutions, communities, and cultures acting as Change Agents (CH).

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

INFORMAL LINKAGES -- WITHIN ADOPTERS (L/I/W/A)

Research reported within this section relates to understanding Linkages (L) which are Informal (I) and which are Within (W) dyads, groups, institutions, communities, and sub-cultures acting as Adopter (A).

76. *Linkage

*Informal Contact Within Adopters

Linkage Roles and Performance Levels

University Students

The study of communication networks in well structured organizations has revealed that "the roles most critical to the maintenance of the structure (linker roles) have been associated with high levels of performance, and roles least critical to the structure (isolates) are associated with poor performance"[p. 26]. However, this trend, Salem and Williams discovered, did not seem to hold with university students. Rather than improving the performance of the students, it was found that "the university student's scholastic success is adversely affected by increasing involvement in one or more networks"[p. 28].

[Salem and Williams, ED 206 013]

ENVIRONMENT

The research reviewed in the third segment of the review pertains to the environments which affect change activities. Ten categories are used to organize the research reports. The reports are assigned to any of the appropriate categories listed below:

1. Environment (E)
2. Change Agent's Environment -- Supportive (E/CH/S)
3. Change Agents's Environment -- Neutral (E/CH/N)
4. Change Agent's Environment -- Inhibitive (E/CH/IH)
5. Adopter's Environment -- Supportive (E/A/S)
6. Adopter's Environment -- Neutral (E/A/N)
7. Adopter's Environment -- Inhibitive (E A/IH)
8. Shared Environment -- Supportive (E/SH/S)
9. Shared Environment -- Neutral (E/SH/N)
10. Shared Environment -- Inhibitive (E/SH/IH)

ENVIRONMENT

The research reported in this section relates to understanding the physical, social and intellectual conditions and forces of the Environment (E) in which planned change activities occur.

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

CHANGE AGENT'S ENVIRONMENT -- SUPPORTIVE (E/CH/S)

The research reported in this section relates to understanding the Supportive (S) physical, social, and intellectual conditions and forces of the Change Agent's (CH) Environment (E) in which planned change activities occur.

77. *Environment

*Change Agent's Supportive Environment

Regional Innovative Projects

Home Bases

Innovative projects with a multi-state, or regional, focus may operate in a supportive environment which is not repeated at the local levels. Because political territories and traditional practices can impede sweeping innovative or experimental programs, supportive environments at the bases are important to regional projects. McClure, summarizing recommendations for establishing regional educational laboratories, claims that a home territory "provides a solid base for governance, a natural setting for identifying R & D needs and testing new ideas, and a reality check when defining purposes and establishing priorities"[p. 12].
[McClure, ED 214 907]

CHANGE AGENT'S ENVIRONMENT -- NEUTRAL (E/CH/N)

The research reported in this section relates to understanding the Neutral (N) physical, social, and intellectual conditions and forces of the Change Agent's (CH) Environment (E) in which planned change activities occur.

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

CHANGE AGENT'S ENVIRONMENT -- INHIBITIVE (E/CH/IH)

The research reported in this section relates to understanding the Inhibitive (IH) physical, social, and intellectual conditions and forces of the Change Agent's (CH) Environment (E) in which planned change activities occur.

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

ADOPTER'S ENVIRONMENT -- SUPPORTIVE (E/A/S)

The research reported in this section relates to understanding the Supportive (S) physical, social, and intellectual conditions and forces of the Adopter's (A) Environment (E) in which planned change occur.

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

ADOPTER'S ENVIRONMENT -- NEUTRAL (E/A/N)

The research reported in this section relates to understanding the Neutral (N) physical, social, and intellectual conditions and forces of the Adopter's (A) Environment (E) in which planned change occurs.

78. *Environment

*Adopter's Neutral Environment

Trade-Offs in Rural Development Projects

Rural Development Participants

As a result of working within a rural environment, "rural participants are likely to have greater and more frequent need for technical assistance"[p. 10]. This is a product of the diversified roles rural educators are required to play, the limited amount of time and effort they can devote to innovations, and the restricted resources. These problems, however, are to some degree offset by the greater access innovators have to the rural participant. [Edington, ED 215 840]

ADOPTER'S ENVIRONMENT -- INHIBITIVE (E/A/IH)

The research reported in this section relates to understanding the Inhibitive (I) physical, social, and intellectual conditions and forces of the Adopter's (A) Environment (E) in which planned change occurs.

79. *Environment

*Adopter's Inhibitive Environment

Regional Differences

Limits to Innovation Transferability

Regional differences greatly limit the transferability of a program from one rural area to another in a different part of the country. Differences in the inhabitants, educational needs, and educational programs of different rural regions make it impractical to "classify rural America into one set of characteristics"[p. 3].

[Edington, ED 215 840]

80. *Environment

*Adopter's Inhibitive Environment

Exclusive Program Requirements

Environmental Restrictions

The characteristics of a rural setting will often limit the beneficial effects of a rural development project operated on a national scale. Environmental characteristics, such as sparse populations, and the absence of public transportation which are common in rural regions can be major impediments to federally run programs, such as CETA. Because the national programs must comply with centrally-established and universally-applicable requirements and regulations, those individuals who might benefit from the programs are inhibited both by the requirements and by their environment. Therefore, programs which require a certain minimum number of participants or which demand regular and frequent attendance often automatically exclude individuals living in remote areas.

[Edington, ED 215 840]

81. *Environment

*Adopter's Inhibitive Environment

Obstacles to Adult Education

A review of literature performed by McCannon revealed various obstacles to continued education as perceived or experienced by adults living in rural areas. The list of barriers includes distance to the educational facilities, job and family responsibilities, inconvenient time schedules, and the cost of participating in the program.

[McCannon, ED 209 472]

SHARED ENVIRONMENT -- SUPPORTIVE (E/SH/S)

The research reported in this section relates to understanding the Supportive (S) physical, social, and intellectual conditions and forces of the Environment (E) Shared (SH) by the change agent and adopter in which planned change activities occur.

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

SHARED ENVIRONMENT -- NEUTRAL (E/SH/N)

The research reported in this section relates to understanding the Neutral (N) physical, social, and intellectual conditions and forces of the Environment (E) Shared (SH) by the change agent and adopter in which planned change activities occur.

82. *Environment

*Shared Neutral Environment

Land Planning

Land Planning Process

The physical environment into which an innovation is to be introduced is as much in need of consideration as are such factors as political will, social policy, etc. The need to consider the use of land becomes increasingly important as development projects in urban and rural areas increase in both size and number. Carlson and Denney described a four step process used to plan the most appropriate uses of a large tract of rural land. Phase 1 involved a Biophysical Assessment in which a database was developed that described "the ecological relationships of the study area" [p. 4]. The second phase was a Capability Analysis which identified and described the "ecological constraints to structural development" [p. 8]. The third phase was for Master Planning, which was "to develop a commuity design based on the capabilities of the 'natural' environment yet organized to provide a new, healty 'human' environment" [p. 10]. In this phase, a geographer, a recreation planner, an historian, a wildlife specialist, and others were asked to contribute their ideas for consideration. Phase 4, Site Planning and Implementation, was currently in

process. While limitations were many, such an approach to planning land use was intended to demonstrate that "economically and environmentally sound decisions are not [mutually] exclusive" [p. 12].

[Carlson and Denney, ED 219 219]

SHARED ENVIRONMENT -- INHIBITIVE (E/SH/IH)

The research reported in this section relates to understanding the Inhibitive (IH) physical, social, and intellectual conditions and forces of the Environment (E) Shared (SH) by the change agent and adopter in which planned change activities occur.

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

RESOURCES

The research reported in the fourth segment of the document pertains to the resources which affect change activities. Thirteen categories are used to organize research reports in this segment. The reports are assigned to any of the appropriate categories listed below:

1. Resources (R)
2. Resources -- Change Agent: Conceptual (R/CH/CO)
3. Resources -- Adopter: Conceptual (R/A/CO)
4. Resources -- Change Agent: Influence (R/CH/IN)
5. Resources -- Adopter: Influence (R/A/IN)
6. Resources -- Change Agent: Material (R/CH/M)
7. Resources -- Adopter: Material (R/A/M)
8. Resources -- Change Agent: Personnel (R/CH/P)
9. Resources -- Adopter: Personnel (R/A/P)
10. Resources -- Change Agent: Institutional (R/CH/IS)
11. Resources -- Adopter: Institutional (R/A/IS)
12. Resources -- Change Agent: Temporal (R/CH/T)
13. Resources -- Adopter: Temporal (R/A/T)

RESOURCES (R)

The research reported in this section relates to understanding the means and materials available to the change agents and the adopters for affecting the implementation of a planned change.

83. *Resources

Types of Resources

Change Agent in Developing Nation

The resources felt by Lodge to be necessary for change makers working with impoverished peoples are: 1) Authority; 2) Communication and access to power; 3) Competence and the ability to impart it, and 4) Protection.

[Lodge, ED 219 203]

RESOURCES -- CHANGE AGENT: CONCEPTUAL (R/CH/CO)

The research reported in this section relates to understanding the Conceptual (CO) Resources (R) available to the Change Agent (CH) for affecting the implementation of a planned change.

84. *Resources

*Change Agent's Conceptual Resources

Planned Change Concepts

Improved Teacher Education

A review of teacher education effectiveness led Griffin to the conclusion that recent research is producing findings which can actually improve teachers' performances in the classroom. However, these research findings are not being adequately utilized. To improve the chances that these findings will be used, teacher educators are referred to the the dissemination concepts found in the planned change literature. The teacher trainers are called upon to "understand and use the findings from inquiries into change as their means toward the end"[p. 17]. [Griffin, ED 209 176]

RESOURCES -- ADOPTER: CONCEPTUAL (R/A/CO)

(R [A-CO])

The research reported in this section relates to understanding the Conceptual (CO) Resources (R) available to the Adopter (A) for affecting the implementation of a planned change.

85. *Resources

*Adopter's Conceptual Resources

Decision Making

Components of Decision Making

The absence of decision making skills in the adopter is a serious impediment to change. The decisions reached by the intended innovation adopter are described as a function of the information gathered by the adopter, the conceptual system into which the information is fitted, the logic with which decisions are made, and the value system by which options are chosen.
[Lodge, ED 219 203]

RESOURCES -- CHANGE AGENT: INFLUENCE (R/CH/IN)

The research reported in this section relates to understanding the Influence (IN) Resources (R) available to the Change Agent (CH) for affecting the implementation of a planned changes.

86. *Resources

*Change Agent's Influence Resources

Power as Resource; Types of Power

Organizational Decision Makers

Fidler and Johnson claim that decision makers in an organization have three types of power which can be used to determine the actions of an adopting unit: 1) Sanction; 2) Authority, and 3) Influence. Sanctions are said to refer to "the ability to control the adopting unit's action through the active manipulation of resources under the decision unit's control"[p. 8]. Authority "rests on the belief of the adopting unit (resulting from an internalized norm or value) that the decision unit has the right to dictate innovations"[p. 8]. Influence is the ability "to cause changes in the adopting unit's behavior by the use of more subtle or indirect means"[p. 9]. Influence can be of three types: a) Referent -- the adopting unit imitates the decision unit; b) Expert -- the adopting unit assumes the decision unit has more knowledge, and c) Persuasion -- the decision unit provides arguments and evidence for the innovation to the adopting unit.

[Fidler and Johnson, ED 218 682]

87. *Resources

*Change Agent's Influence Resources

Role of Influence and Authority

Authority and influence provide access to other resources, Lodge claims. Political influence must be had by a change agent to bring about and incorporate changes in economic and cultural realms of a society. Also, change agents must have authority so that they are heard and respected by the adopting groups, by the superiors in the hierarchy, and by non-adopters influenced by the intended change.

[Lodge, ED 219 203]

RESOURCES -- ADOPTER: INFLUENCE (R/A/IN)

The research reported in this section relates to understanding the Influence (IN) Resources (R) available to the Adopter (A) for affecting the implementation of a planned change.

88. *Resources

*Adopter's Influence Resources

Local Resistance to Development Projects

A study by Bruno and Wright reported by White found that rural development projects which were resisted by local officials encountered more problems than those faced by projects which were backed by the local powers. Among the problems confronting projects opposed by the local power structure were difficulties in getting local loans, resistance to changes in zoning restrictions, closed markets, and poor relationships with local support agencies.

[White, ED 206 926]

RESOURCES -- CHANGE AGENT: MATERIAL (R/CH/M)

The research reported in this section relates to understanding the Material (M) Resources (R) available to the Change Agent (CH) for affecting the implementation of a planned change.

89. *Resources

*Change Agent's Material Resources

Radio

Language Instruction

Radio is said by Imhoof to be a powerful tool in the teaching of a second language. Radio can aid teachers of second languages by providing experiences which are "(1) structured -- so that a controlled amount of new information is presented and repeated; (2) accurate -- so that all language used, although varied in contexts, reflects real language use; and (3) common -- so that all learners have a core of common experiences on which reading materials and lessons can be based"[p. 25]. Radio also facilitates the reader's understanding of the relationship between words (grammar) and the meanings conveyed by words (semantics). [Imhoof, ED 217 379]

RESOURCES -- ADOPTER: MATERIAL (R/A/M)

The research reported in this section relates to understanding the Material (M) Resources (R) available to the Adopter (A) for affecting the implementation of a planned change.

90. *Resources

*Adopter's Material Resources

Upgrading Library Technology

Unit Cost vs. Total Cost

When discussing the introduction of computerized library systems, Veaner noted that technologically-sophisticated and complex innovations which replace relatively simple items tend to decrease the unit cost of operation but do not lower the total cost of the function. While the unit cost is lower, the demand tends to rise along with the increased capability. This in turn results in a constant or increased total cost.

[Veaner, ED 208 820]

91. *Resources

*Adopter's Material Resources

Information as Resource

Developing Nation's Information Needs

Proposal for Meeting Information Needs

Information is described by Neelameghan as an important commodity to a society, comparable to food products. Just as different societies have different needs for commodities and varying abilities to produce these commodities, so is the case with information. Developing nations have a need for information which is appropriate to their resources and needs. To optimize the information that can be gathered, methods of policy making which are information-efficient must be developed. Because information which is known to be valid is preferable, the development and fostering of indigenous information production and diffusion systems which generate dependable materials is one method of economizing the information needed for policy making.

[Neelameghan, ED 211 034]

RESOURCES -- CHANGE AGENT: PERSONNEL (R/CH/P)

The research reported in the section relates to understanding the Personnel (P) Resources (R) available to the Change Agent (CH) for affecting the implementation of a planned change.

92. *Resources

*Change Agent's Personnel Resources

Personnel Development Settings

Smith generalized that individuals typically acquire skills in any of four settings. Personnel can learn and be developed through the following: 1) Participating in the general culture; 2) On-the-job training; 3) Formal skill training, and 4) Formal education. [Smith, ED 211 636]

93. *Resources

*Change Agent's Personnel Resources

Personnel Development

Personnel Nurturing

Administrators attempting to bring about a change within their organization must recall that technological resources can be changed much more easily than the human resources. The introduction of such new tools as the computer will require the proper development and delegation of the personnel so that workers are not intimidated but are instead well trained and confident with the tools.

[Veaner, ED 208 820]

94. *Resources

*Change Agent's Personnel Resources

Personnel Development Strategy

Training Pyramid

Nation Building

The task of adequately preparing field agents for development projects in Third World countries has long posed problems, with questions about the funding, responsibilities, and techniques of training remaining especially perplexing. A strategy used by UNICEF which relies on "a pyramid of trainers and seminars" has been described as a cost-effective alternative to the "more tangible and glamorous media ventures" so often proposed for nation building. Rather than sending individuals abroad for training with the hope that their skills would filter into the field, train-the-trainer courses which strongly emphasize interpersonal skills are held at regional locations. The recipients of the training in turn are charged with training inservice and preservice field agents. From this relatively small investment, a greater number of trained extension agents are made available for the job of development.

[Vincent, ED 207 519]

94. *Resources

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[Vincent, ED 207 519]

RESOURCES -- ADOPTER: PERSONNEL (R/A/P)

The research reported in this section relates to understanding the Personnel (P) Resources (R) available to the Adopter (A) for affecting the implementation of a planned change.

95. *Resources

*Adopter's Personnel Resources

Small Rural Education Staffs

Advantages and Disadvantages of Small Staff

There are both advantages and disadvantages to the limited personnel resources often found in public rural education. The smaller number of people can make change easier to implement because they are individually more accessible and require simpler administrative and organizational structures. However, because the fewer number of people have to perform a greater variety of tasks, they "are not able to concentrate their time upon one issue and thus insure change..."[p. 7]

[Edington, ED 215 840]

RESOURCES -- CHANGE AGENT: INSTITUTIONAL (R/CH/IS)

The research reported in this section relates to understanding the Institutional (IS) Resources (R) available to the Change Agent (CH) for affecting the implementation of a planned change.

96. *Resources

*Change Agent's Institutional Resources

State and Educational Priorities

Schools and the Economy

Individual Development vs. Vocational Training

Educational institutions, like most all other resources available to a society, are occasionally applied toward newly emerging national and regional priorities. Franklin and Parkinson prepared a review of the economic conditions faced by the state of South Australia and indicated how the curriculum offered by public education responded to the changing economic outlook. During the time of plenty (1960s and early 1970s) when the economies of the state, the nation, and the world were prospering, the state used the educational institutions to develop the individual. Numerous non-vocational courses were available during that period. However, as the world's economy became burdened by inflation and recession, the state required the schools to become more concerned with economic development. The number and per centage of vocational courses increased while the proportion of non-vocational courses decreased. As a tool of the state, educational institutions were used to address the needs of the state.

[Franklin and Parkinson, ED 208 154]

97. *Resources

*Change Agent's Institutional Resources

Educational Institutions and Rural Development

Development Program Models

Vocational Training

White reported three model programs which have used educational institutions to advance rural development projects. One approach followed in South Carolina focused on state-subsidized post-secondary industry training programs. Here, training needs identified by state and industry officials were met by vocational training conducted in "Special Schools". A second model for applying educational institutional resources to development programs was that used in Staples, Minnesota. Local involvement and investments were used to improve the vocational curriculum, which served as the centerpiece of a far-reaching community development project. The third use of educational institutions noted by White was the establishment of "rural school-based development enterprises" in Arkansas. This required the school district to form a community development organization which worked for the general social and economic welfare and which met career needs of the students and community.

[White, ED 206 926]

98. *Resources

*Change Agent's Institutional Resources

News Agencies and Development

Criticism of Press

Development efforts in underdeveloped countries have largely been unassisted by the Western news institutions, critics frequently claim. The potentially beneficial impact of the press has been misdirected, so that the news reported is concerned with the sensational and exotic rather than the instructional and investigative. Thus, these critics feel, a valuable institutional resource is being squandered.

[Ogan and Swift, ED 217 437]

RESOURCES -- ADOPTER: INSTITUTIONAL (R/A/IS)

The research reported in this section relates to understanding the Institutional (IS) Resources (R) available to the Adopter (A) for affecting the implementation of a planned change.

99. *Resources

*Adopter's Institutional Resources

Samples of Development Project Assistance

Federal, State, and Local Assistance

Education is not the only institutional resource available to the participants in rural development projects. Investigations into agencies amenable to assisting development projects can reveal potential institutional sources at the federal, state, and local levels. At the federal level, such programs as CETA, Farmer's Home Administration, and the Office of Youth programs are examples of the agencies providing resources. Similiar offices at the state level, such as state departments of labor, and at the local levels, such as the Chambers of Commerce and banks, are several of the institutions available for assistance in development efforts. [White, ED 206 926]

RESOURCES -- CHANGE AGENT: TEMPORAL (R/CH/T)

The research reported in this section relates to understanding the Temporal (T) Resources (R) available to the Change Agent (CH) for affecting the implementation of a planned change.

The sample of ERIC studies used in the writing of this special CLER-based research review did not provide any material to fit this category.

RESOURCES -- ADOPTER: TEMPORAL (R/A/T)

The research reported in this section relates to understanding the Temporal (T) Resources (R) available to the Adopter (A) for affecting the implementation of a planned change.

100.*Resources

*Adopter's Temporal Resources

Discontinuance of Educational Innovation

Insufficient Training Time

Even after an innovative program or idea is initially accepted for trial, it is often the case that the adopter allows the innovation to fall into disuse. Parish and Arends suggest that one reason innovative programs in education are eventually discontinued is the short time period in which teachers receive orientation and training in the use of the innovation. Quoting Fullan and Park, it is noted that "'implementation will occur to the extent that each and every teacher has the opportunity to work out the meaning of the implementation in practice' and when they have had the opportunity to change their behavior, skills, and beliefs"[p. 12]. Extended training time which allows thorough consideration and adaptation is recommended for increasing the chances of an innovation's continued use.

[Parish and Arends, ED 218 758]

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